Project-based learning integration with talking chips strategy for building self-confidence among vocational students

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Abstract

Purpose – This study aims to measure the effectiveness of implementing the Project-Based Learning (PjBL) talking chips method in classical guidance services to increase the self-confidence of students of class X TPFL 1 at SMK Negeri 7 Semarang.

Method – This research used a quantitative approach and the PjBL method. The research subjects were 35 Class X TPFL 1 students, and the research was conducted at SMK Negeri 7 Semarang. The data analysis used a Paired T-Test.

Result – The results showed that the data of the self-confidence scale results obtained an increase in the average value of the pretest of 50.23, postest 1 of 71.14, and postest 2 of 85.63, which shows that the project-based learning approach of talking chips technique in classical guidance is effective in increasing student confidence, especially with the application of interactive methods that encourage active involvement.

Implication – The results of this study are expected to provide new variations for counseling teachers in conducting classical guidance learning with the talking chips technique, which can enhance student engagement in learning.

Originality/Value – This research is the first to combine project-based learning and talking chip techniques in classical guidance services.

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Abstract

Tujuan – Penelitian ini bertujuan untuk mengukur efektivitas penerapan metode Project-Based Learning (PjBL) talking chips dalam layanan bimbingan klasik untuk meningkatkan rasa percaya diri siswa kelas X TPFL 1 di SMK Negeri 7 Semarang.

Metode – Penelitian ini menggunakan pendekatan kuantitatif dan metode PjBL. Subjek penelitian adalah 35 siswa kelas X TPFL 1, dan penelitian dilakukan di SMK Negeri 7 Semarang. Analisis data menggunakan Uji T Berpasangan.

Hasil – Hasil penelitian menunjukkan bahwa data skala kepercayaan diri menunjukkan peningkatan nilai rata-rata pada pretest sebesar 50,23, postest 1 sebesar 71,14, dan postest 2 sebesar 85,63, yang menunjukkan bahwa pendekatan pembelajaran berbasis proyek dengan teknik talking chips dalam bimbingan klasik efektif dalam meningkatkan kepercayaan diri siswa, terutama dengan penerapan metode interaktif yang mendorong partisipasi aktif.

Implikasi – Hasil penelitian ini diharapkan dapat memberikan variasi baru bagi guru bimbingan konseling dalam melaksanakan pembelajaran bimbingan klasik dengan teknik talking chips, yang dapat meningkatkan keterlibatan siswa dalam proses belajar.

Orisinalitas/Nilai – Penelitian ini merupakan yang pertama kali menggabungkan pendekatan pembelajaran berbasis proyek dan teknik talking chips dalam layanan bimbingan klasik.

Introduction

Pursuing Education plays a strategic role in shaping a country's quality of human resources, not only through academic achievement, but also by strengthening social and emotional skills. In the era of globalisation, a person's ability to adapt, communicate, and manage pressure is as important as technical competence. Hence, the education system continues to develop through various policies and innovations to improve the quality of learning and prepare students for competition in the world of work.

In the 21st-century era, education faces increasingly complex challenges, technological advances, and dynamic social changes. It is no longer sufficient for the learning system to focus solely on cognitive aspects; it must also respond to the needs of the times by developing important skills relevant to real life and the world of work (Angga et al., 2022). Students in the current educational era must be able to think creatively and innovatively, be confident in solving problems both independently and cooperatively, and develop critical thinking skills to filter information and make informed decisions (Umar & Mulyono, 2025). In addition, the ability to work in groups, communicate effectively, and master various forms of literacy is one of the keys for students to succeed not only academically but also be prepared to face future professional and social demands (Nurjanah et al., 2024). Thus, today's education is required to be a space for knowledge transfer and a vehicle for the formation of adaptive, reflective, and productive generations.

Although Vocational High Schools (SMK) aim to produce work-ready graduates, the gap between the educational materials provided, the ever-changing curriculum, and the ability of teachers to teach in accordance with industry demands remains a challenge that must be addressed (Ridwan Misbahudin & Asmaul, 2022). In addition to hard and soft skills, psychological aspects such as self-confidence, communication, and critical thinking are also important aspects that must be taught to students (Nugroho Wibowo, 2016). Self-confidence in students can have a positive influence on both the academic world and the world of work (Lolaria et al., 2024). Research conducted by Sulastri et al. (2025) suggests that students with high self-confidence are more likely to benefit from public speaking, group cooperation, and the courage to express their ideas, ultimately developing good public speaking skills.

The right learning environment and learning methods used can affect students' abilities in several ways, for example, the lack of opportunities to practice public speaking and a less supportive environment can make it difficult for many students to build confidence, so they feel less ready to face interviews, work in teams, or convey ideas (Nugroho Wibowo, 2016). The industrial world now demands technical and soft skills such as communication, cooperation, and leadership.

Viewed from a psychological perspective, self-confidence is a major capital in individual development, allowing people to express themselves, make decisions confidently, and face challenges positively (Afifah & Nasution, 2023; Mubarok & Karim, 2022). According to Fatimah (2006), self-confidence is a form of positive behaviour that allows individuals to develop their potential, thus giving a good impression to themselves and the surrounding environment. A person with positive behavior tends to foster self-confidence in themselves and interactions with their environment (Fabiani & Krisnani, 2020).

Research has found that self-efficacy beliefs are an important mediator between students' self-management skills and their academic achievement. Students with strong self-management skills and high self-confidence tend to achieve higher academic outcomes than those with low self-confidence. In addition, self-confidence is also closely related to the belief that one can give the best in every effort made (Wahyuni, 2017). In the context of personal and professional development, self-confidence serves as the primary motivator for a person to persist, face challenges with optimism, and believe in their ability to achieve the goals that have been set.

Building self-confidence in students, especially vocational students, is a strategic step in preparing them to face the challenges of an increasingly competitive and dynamic world of work. Self-confidence significantly influences how students perceive themselves and has a direct impact on their readiness to adapt to the work environment, manage pressure, gain work experience, and interact professionally (Frahidayah et al., 2024). Several studies on self-confidence in students state that the importance of self-confidence will help them both in working together (Masyitoh & Safmi, 2024), utilising career opportunities effectively, forming relationships in the professional world (Dhillon et al., 2025), reducing social anxiety (Najich et al., 2024), and being more resilient in the face of failure and work pressure (Lolaria et al., 2024). Research by Kurniawan et al. (2023) indicates that self-confidence has a significant positive relationship with the work readiness of vocational school students, as demonstrated by independent attitudes, the ability to make decisions, and the capacity to solve problems in the workplace. Similar findings are also reinforced by Permana (2025), which shows that students with high levels of self-confidence find it easier to establish social relationships and professional communication, which are the main assets in the world of work.

Conversely, students who lack self-confidence are also more vulnerable to social anxiety and stress (Anggiani, Pebriyani, & Adyani, 2023), which can hinder their readiness to enter the workforce (Rahmahdiyyah & Pujianto, 2024). Individuals with low self-confidence are also more vulnerable to external influences (Greenacre et al., 2014). Students with low self-confidence tend to withdraw from social interactions, hesitate to express their ideas, and struggle to build professional relationships (Suralaga, 2021). Lilis (2022) in her research also stated that in the world of work, individuals with good self-confidence are better able to demonstrate initiative, convey ideas effectively, utilize their soft skills to the maximum, and complete tasks with high responsibility. Therefore, strengthening the self-confidence of vocational students from an early age needs to be optimised through a more comprehensive and innovative educational approach to prepare them to face an increasingly competitive world of work.

Guidance and Counselling (BK) teachers have a strategic role in helping SMK students develop self-confidence early on, not only as counsellors but also as motivators and facilitators in character building. With the right guidance services, students can recognise their potential, overcome public speaking anxiety, and improve communication skills. Counselling teachers also create a supportive learning environment, providing communication exercises, simulating work situations, and learning strategies to help students become more confident in conveying their ideas.

One of the strategies employed in this study is the use of a project-based learning approach, combined with the talking chips technique, to enhance students' self-confidence. The *project-based learning* model is an approach that makes projects the primary means of exploring the material. In

its application, students play a central role in investigating the topic studied in depth. This process involves exploration, evaluation, interpretation, and synthesis of information to produce various forms of learning products (Ferryka et al., 2024). This approach aligns with the views of educational experts, who emphasize the importance of careful preparation before the learning process begins. Without structured planning, the implementation of learning, regardless of the method, risks causing boredom in students and reducing the effectiveness of achieving the learning objectives that have been prepared.

The *project-based learning* approach is also defined as a student-centred learning approach, which, in its implementation, combines material with tasks in the form of projects that students will work on during learning, encouraging them to plan and cooperate in working on the projects they receive. This process not only facilitates the development of critical thinking, problem-solving skills, and teamwork, but also thoroughly develops attitudinal competencies, expands knowledge, and improves practical skills in accordance with the demands of 21st-century learning (Soraya et al., 2025).

Research conducted by Davis & Tahrun (2022) states that the application of project-based learning approach can be considered as an effective method in teaching speaking and in increasing students' confidence, this happens because project-based learning can improve several aspects of speaking, including: accent, grammar, vocabulary, and students' fluency in speaking in front of the class. In addition, using project-based learning can also increase students' confidence in several aspects, namely reducing anxiety in speaking and increasing self-efficacy. This indicates that the intervention provided to students in this study allowed them to explore and apply their lessons. This helped them feel safe and relaxed while learning in class. The aforementioned aspects are important aspects that are indispensable in the professional world, where public speaking skills and self-confidence are related to each other in shaping the characteristics of an individual.

The talking chips technique is a learning technique introduced by Spencer Kagan in 1992. This is a cooperative learning technique designed to optimise each student's participation. By using cards or media as a tool for discussion, this technique can provide opportunities and encourage active participation from all students in the learning process. Each student is encouraged to have an equal role in asking, answering, expressing opinions, and listening to the thoughts of others in their group (Bayharti & Bahrizal, 2017). The use of cards or chips is symbolic but very effective in its application, each card that students get can eliminate social pressure that often makes students hesitate to speak, especially for those who tend to be passive or have low self-confidence, this happens because all students get the same right to use the cards they are in when expressing opinions in class. With a more open classroom atmosphere, students feel more comfortable and encouraged to express their thoughts, resulting in more dynamic and meaningful classroom interactions.

Using the *talking chips* technique in the learning process has been proven to contribute to the development of public speaking skills and increase students' confidence. Through a mechanism that encourages equal and structured participation, students feel more encouraged to express their opinions openly in front of peers (Ardana, 2023). The learning atmosphere created becomes more inclusive and supportive, so each individual feels valued and listened to (Faizah, 2020; Junaedi, 2020). This indirectly fosters greater self-confidence, as students can see that their opinions are valued and recognised in the classroom. This technique also lowers social communication barriers,

making students more comfortable interacting and conveying ideas with confidence, even for those who previously tended to be passive or reluctant to speak to increase self-confidence given the equality to speak for all students (Ismail & Bakri, 2022; Nurlita, 2017; Safitri, 2024; Wulandari et al., 2024).

Although various studies have been conducted separately on the effectiveness of *project-based learning* and *the talking chip* technique in improving students' speaking ability and confidence, the integration between these approaches is rarely explored. Conceptually, project-based learning has been proven effective in promoting critical thinking and communication skills. In contrast, *talking chips*, especially in the context of classical guidance, play a significant role in building self-confidence and ensuring the active involvement of all students in discussions. Through the talking token system in the talking chips technique, students who tend to be passive are encouraged to express their opinions, thereby creating an inclusive and fair learning atmosphere.

In the context of learning in vocational schools, particularly for students in Class X TPFL 1 at SMK Negeri 7 Semarang, self-confidence is a crucial aspect that underlies students' active participation and academic success. However, based on observation and reflection during the classical guidance process, an imbalance in student participation persisted, with only a few students appearing confident and active. In contrast, others showed passivity and hesitated to ask or answer questions. Although the project-based learning approach and the talking chips technique have been theoretically proven to develop cognitive, technical, and social-emotional skills, there are still limitations in research related to the collaborative implementation of these two methods in the context of classical guidance in vocational education. Therefore, empirical studies still need to examine how the synergy between project-based learning and the talking chips technique can be strategically applied to increase students' confidence equally. This research aims to fill the void and present an innovative strategy that addresses students' needs in the era of participatory-based learning.

Research Methods

This research employs a Guidance and Counselling Action Research (PTBK) method that is methodologically reflective, systematic, and sustainable. Each cycle in this research is designed to identify real problems students face in the context of learning, formulate strategic solutions through guidance and counselling service interventions, and evaluate their effectiveness directly in the field (Angreni et al., 2024). The main objective of this approach is to improve the quality of guidance services that are responsive to students' needs and create a real impact on their social, emotional, and academic development. Through a deeply reflective process at each stage, PTBK provides a platform for educators to test and develop innovative and relevant strategies, contextualised and oriented towards improving the overall well-being of learners in a dynamic educational environment (Al Haddar et al., 2023). This research design refers to the Kemmis, McTaggart, and Rhonda Nixon model(2014), in which the stages of this research are based on the action research model, which includes continuous cycles carried out in a cyclical manner, where each cycle has four stages:

Planning, at this stage, the researcher analyses the problems that occur in the classroom with data obtained previously through the Learner Needs Questionnaire (AKPD) and the results of observations and interviews with teachers who teach in the class to be selected. After that, setting goals involves determining the indicators of success, designing relevant learning strategies, and compiling evaluation instruments such as observation sheets and tests to support the data collection process.

Action, where the strategies that have been designed previously are then applied in real terms in the learning process. At this stage, researchers who serve as teachers will collaborate with homeroom teachers, school principals, and students, ensuring that the actions taken are contextual and applicable. The learning strategy chosen and applied uses the *Project-Based Learning* (PJBL) approach.

Observation, where during the action process, researchers collect data on the implementation of strategies through various methods such as direct observation, use of questionnaires, conducting tests, and relevant visual or written documentation.

Reflection is carried out after the learning action is implemented. At this stage, the researcher analyzes and evaluates the success of the implemented actions. The analysis can be done based on the results of pretests and posttests distributed before and after the learning actions. The results of this analysis are used to identify areas that need to be improved and develop a new plan for the next cycle so that the effectiveness of learning increases, after the reflection is carried out, the researcher decides to continue the implementation of class action services to the next cycle by applying the *Project-Based Lerning* (PJBL) approach with the *talking chips* technique in cycle 2.

The implementation of cycle two was also carried out based on the Kemmis, McTaggart, and Rhonda Nixon model(2014), in which there is *planning* (*planning*), implementation of *action (action)*, *observation (observation)*, and reflection (*reflection*) as stages in classroom action research conducted.

The population in this study consisted of students from Class X TPLF 1 at SMK Negeri 7 Semarang, totaling 35 students. The population selection was determined based on the needs analysis of the results from the Learner Needs Questionnaire (AKPD) distributed at the beginning of each semester, as well as direct observations made before the action was implemented.

This research uses observation, interviews, and questionnaires using a Likert scale. The self-confidence questionnaire was distributed to 35 X TPFL 1 students in 3 stages: pretest, posttest 1 in cycle one, and posttest 2 in cycle 2. According to Carl Rogers, the self-confidence questionnaire has indicators based on the component factors that contribute to forming self-confidence, *self-image, ideal self, and self-worth* (Alexis & Setiawan, 2024), comprising 30 valid question items and a reliability coefficient of 0.937. The research data were analysed using descriptive quantitative methods by conducting a *Paired Sample T-Test* to compare the average of two groups with a relationship, such as before and after a certain treatment (Sugiono, 2016). *Paired Sample T-Test* was conducted using the results of *pretest-posttest 1* data, and *posttest 1-posttest 2* data.

Results and Discussion

Providing classical guidance services using *project-based learning* uses two cycles to increase the confidence of SMK Negeri 7 Semarang students. In each cycle, different methods and techniques are employed. In the first cycle, a *project-based learning* discussion method is used, while in the second cycle, the *project-based learning talking chips* technique is utilized. Both methods and techniques were used to increase students' confidence in each cycle. The data presentation and research analysis presented above show that applying the *project-based learning talking chip* technique can increase self-confidence in students X TPFL 1 SMK Negeri 7 Semarang. This is based on the results of the pretest conducted before service, posttest 1 conducted after service delivery in cycle 1, and posttest 2 conducted after service delivery in cycle 2.

Table 1 Comparison of Frequency Distribution Data Pretest-Posttest 1

Category	Pretest		Posttest 1	
	F	%	F	%
Low	33	94,3%	1	2,9%
Medium	2	5,7%	34	97,1%
High	-	-	-	-

The results of data processing that can be seen in Table 1 based on the initial condition (pretest) before the provision of classical guidance services, got results in the low category with low category results as many as 33 out of 35 students, and 2 got the medium category, which means that most of the majority of students still have low self-confidence. If left unchecked, this condition can affect students' effectiveness and learning achievement and cause new problems. Students can become insecure, passive in class, and exhibit low critical thinking and problem-solving skills, which can hinder their future career preparation. After the provision of classical guidance services *project-based learning* discussion method, pretest one was distributed again to see the effectiveness of the discussion method in increasing students' self-confidence, the results showed that there was an increase where the results showed that 34 out of 35 students fell into the medium category, while there was still 1 out of 35 students who fell into the low category.

Table 2 Test Results Paired Sample T-Test Pretest-Posttest 1

Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig
			Lower	Upper			
-20.914	8.617	1.457	-23.874	-17.954	-14.358	34	.000

Table 2 Paired Sample T-Test Results Pretest-Posttest 1 shows that adding discussion methods can increase students' self-confidence. This can be seen from the results of the T-test pretest and posttest 1, where there is an effect of using *project-based learning* in classical guidance services on increasing the self-confidence of students in class X TPFL 1 at SMK Negeri 7 Semarang. After the implementation of cycle 1, the researcher evaluated the entire implementation of the classical service delivery process with the *Project-based learning* method of discussion, starting from the successes and obstacles participants faced in overcoming them. This stage is very useful for

determining planning in the next cycle. Overall, the classical service activities with *the Project-based learning* discussion method in Cycle 1 proceeded smoothly, as planned by the researcher. However, the researcher sought to achieve results by applying other methods in the next cycle; therefore, Cycle 2 was conducted as a data comparison.

Table 3 Comparison of Postest 1 and Postest 2 Frequency Distribution Data

Category	Postest 1 F	Postest 1 %	Postest 2 F	Postest 2 %
Low	1	2,9%	-	-
Medium	34	97,1%	25	71,4%
High	-	-	10	28,6%

According to Table 3, it can be seen that Cycle II shows an increase in self-confidence among students, which occurs through the actions of Cycle I, including classical services and the *Project-based learning* discussion method. This shows the success of classical services, with the criteria for students' self-confidence classified from what was initially in the pretest results, showing that 33 out of 35 students fell into the low category. After being given cycle one services, the pretest results showed that 2 out of 35 students were in the medium category. Evidence that the provision of services in cycle two has increased can be seen from the results of pretest 1 showing a moderate category with the results of 34 out of 35 students falling into the moderate category and 1 out of 35 students falling into the low category, obtained the results of posttest two cycle two where 25 out of 35 students fall into the moderate category, and 10 out of 35 students fall into the high category. In addition to the data from the frequency above, the paired t-test, as shown in Table 4 below, also demonstrates the effect of using the *Project-Based Learning Talking Chips* technique in classical guidance services on increasing the confidence of students in class X TPFL 1 at SMK Negeri 7 Semarang.

Table 4 Paired Sample T-Test Result Test Postest 1-Postest 2

Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper	t	df	Sig
-14.486	7.759	1.311	-17.151	-11.045	-11.045	34	.000

This can occur due to changes in learning techniques used in cycle 2, where in cycle 2, in providing classical services *project based learning talking chips* technique*,* the effectiveness of the *talking chips* technique can provide an equal opportunity for each student to express opinions, ask questions, answer, and refute the answers of each student during the discussion.

In cycle 1, the strategy in increasing self-confidence using the project-based learning approach of the dictionary method, can pretrest and postest1 silkus one show that there is an increase in self-confidence in students, this shows that the dictionary method in project-based learning can increase self-confidence in students based on indicators of component factors in forming self-confidence according to Carl Rogers, namely *self-image, ideal self, and self-worth* (Alexis & Setiawan, 2024). This finding aligns with research conducted by Alawiyah (2024), Suryani & Kurniawan (2023), and Yunanto et al. (2020), which suggest that the discussion method is one of the active learning strategies that has proven effective in increasing student confidence. Through discussion activities,

students are given space to express their opinions, ask questions, and respond openly in a supportive environment. When students feel that their ideas are valued and they are allowed to participate without pressure, their confidence grows naturally. This can be seen in their increased participation in the teaching-learning process, as evidenced by their verbal contributions and the courage to raise critical questions.

Project-based learning with a discussion method can provide opportunities for students to engage in learning that will be carried out. With the assignment in the form of a group project, the division of tasks, and the formulation of tasks given by the counseling teacher, students can be encouraged to ask questions about their project. The existence of material before the project can provide students with an overview of the tasks they have been assigned. This research, conducted by Fahrurrozi et al. (2024), can provide students with opportunities for group discussions, exchanging ideas for projects, and cooperation. This can help increase students' confidence.

Based on the results of observations and reflections made during the learning process, the discussion method, although able to encourage student participation in general, was not fully effective in creating evenly distributed activeness. This finding aligns with research conducted by Pebilasari & Yunita (2023), which suggests that although the discussion method increases student activity, some students remain less confident and passive, indicating the need for a more inclusive strategy. The phenomenon in the field suggests that only a small proportion of students appear to be actively engaging in argumentation and responding. In contrast, others tend to be passive, even hesitating to ask or answer questions posed by the teacher or during project presentations. This imbalance in participation suggests that certain students still face psychological or social barriers, such as a lack of self-confidence, previous negative experiences, or the dominance of more vocal peers, which make them feel uncomfortable enough to participate in discussions. This situation highlights the need for a more inclusive and structured approach to ensure that every student has an equal opportunity to contribute.

The project-based learning approach requires students to work collaboratively on a project, which necessitates the active involvement of each member, problem-solving, and creativity (Nababan et al., 2023). In the end, the project results are not only a form of learning, but can also be presented to others as concrete evidence of the understanding and skills that have been developed (Mahendra, 2017). In the *project-based learning* approach, presenting project results is an important stage, which will train students to build interpersonal competencies needed in the 21st-century learning era (Sintia & Safitri, 2025). Through the presentation of the project results that have been made together, students are invited to be accountable for their work in front of classmates, explain the process they went through, and communicate the results they have worked on systematically. This process requires adequate courage and confidence because students must be able to speak in public, answer critical questions, and receive feedback openly.

For some students, especially those who have low levels of self-confidence or have experienced social anxiety, activities that demand communication skills, such as classroom presentations, are often a scourge that hinders their active participation (Jendra & Sugiyo, 2020). Fear of judgment, feelings of inadequacy, or negative social experiences in the past can lead to social anxiety. In this context, implementing a project-based learning approach with the talking chips technique is a

strategy that not only encourages active student participation but also becomes a profound pedagogical intervention to build their confidence (Junaedi, 2020).

Research conducted by Dew et al. (2024) shows that the effectiveness of collaborative learning is highly dependent on selecting appropriate methods and implementing structures that can prevent domination by one particular group or individual. This finding aligns with the results of observation and reflection carried out in the first cycle of the study, where the discussion method used has not fully succeeded in creating evenly distributed activeness in the classroom. Some students seemed to dominate the interaction, while others still showed hesitation in asking and answering questions. Based on these findings, the researcher continued the study in cycle two by designing a more strategic approach, namely applying a project-based learning model combined with the Talking Chips technique. This combination is expected to create a more inclusive and participatory learning dynamic, while reducing the tendency of domination, so all students have equal opportunities to contribute to the learning process.

Applying the talking chips technique can provide an even structure in the discussion, minimise the dominance of some individuals, and open a safe space for students who are usually passive to speak and contribute. Through this process, students practice presentation skills and internalise the values of courage, equality, and recognition of their capacity (Wulandari et al., 2024). This is also supported by the findings of Faizah (2020), which states that the talking chips technique can effectively increase student confidence. Faizah (2020) states that students who believe in themselves can provide positive self-efficacy to build confidence to participate when learning takes place actively. Meanwhile, students with low self-confidence will have difficulty actively participating in class, choosing to be alone, and finding it difficult to cooperate in group assignments (Sintia & Safitri, 2025). Other research conducted by Yunanto et al. (2020) and Nurlita (2017) also shows that using the *talking chips* technique in learning can increase student confidence. The combination of the talking chips technique, presentation and discussion of the project results that have been made makes the project presentation not just a final assessment process in project-based learning this time, but a strategic place to strengthen character, hone *soft skills*, and prepare students to face the dynamics of communication in the world of work which requires confidence as one of the main assets.

Conclusion

Based on the research that has been conducted, the conclusion that can be drawn from this research is that *Project-Based Learning using the Talking Chips* technique in classical guidance services can increase the self-confidence of students of class X TPFL 1 at SMK Negeri 7 Semarang. The conclusion can be proven by comparing the end-of-cycle data. From the self-confidence scale results data at the end of the cycle, it was obtained that the average pretest score was 50.23, posttest 1 was 71.14, and posttest 2 was 85.63.

The process of providing classical guidance services, *project-based learning, and the talking chips* technique to increase the self-confidence of students in Class X TPFL 1 at SMK Negeri 7 Semarang can enhance their self-confidence. This happened because students achieved the intended indicators of success, namely increasing student confidence in 3 aspects: *self-image*, *ideal self*, and *self-worth*. This is evidenced by the increase in the average score obtained in the pre-cycle,

cycle one, and cycle two, which are carried out by the stages of the plan and actions that have been prepared.

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